DOCUMENT RESUME

ED 175 098 EA 011 982

AUTHOR	Kaplan, Michael H., Ed.; Galbreath, Diane, Ed.
TITLE	Youth and Community: Charting Directions for Positive Youth Development. The Proceedings of a National Invitational Conference (Arlington, Virginia, March 15-17, 1978).
INSTITUTION	Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
SPONS AGENCY	Mott (C.S.) Foundation, Flint, Mich.
PUB DATE	Jan 79
NOTE	71p.
AVAILABLE FROM	Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903 ($3.50; quantity discounts; 10% added for shipping on billed orders; make checks payable to "University of Virginia")
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Community Education; *Community Programs; *Delinquency Prevention; Elementary Secondary Education; Interagency Planning; Problem Solving; Program Planning; *Youth Problems; Youth Programs

ABSTRACT

A result of efforts to initiate dialogue between representatives of the Community Education Program in the United States Office of Education and the Department of Justice, this conference took place in March of 1978. Professionals from many youth-oriented fields attended. Conference objectives included initiating dialogue among those concerned with delinquency prevention, generating ways to engage youth in meaningful school and community activities, and designing a way to assess a community's responsibility to its youth and its ability to affect youth-related problems. The conference used a think-tank method called indicative planning. This method involves determining steps that need to be taken, identifying problems and constraints, creating proposals, and planning of tactics. Each of these components was the focus of a workshop. Results of each component of the process are presented in this publication. Twenty-four needed directions were identified. Twelve major contradiction areas were named, and many practical proposals were suggested. Finally, five tactical components were identified, and action steps were recommended. (Author/JM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED175098

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

YOUTH and COMMUNITY

CHARTING DIRECTIONS FOR POSITIVE YOUTH DEVELOPMENT

THE PROCEEDINGS OF A NATIONAL INVITATIONAL CONFERENCE

Sponsored by

MID-ATLANTIC COMMUNITY EDUCATION CONSORTIUM
UNIVERSITY OF VIRGINIA

in cooperation with

NATIONAL COMMUNITY EDUCATION ASSOCIATION

and

U.S.O.E., COMMUNITY EDUCATION PROGRAM

edited by

Michael H. Kaplan
&
Diane Galbreath

University of Virginia

PA 011 952

PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

L. Decker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

YOUTH AND COMMUNITY

THE PROCEEDINGS OF A NATIONAL INVITATIONAL CONFERENCE

March 15-17, 1978, Arlington, Virginia

Edited by

Michael H. Kaplan
Diane Galbreath

University of Virginia

*Published by

The Mid-Atlantic Center for Community Education
School of Education
University of Virginia
Charlottesville, Virginia 22903

*This Publication and the Invitational Conference were made possible by support from the C.S. Mott Foundation

Printed in Charlottesville, Virginia

January, 1979

$3.50 per copy

YOUTH AND COMMUNITY

THE PROCEEDINGS OF A NATIONAL INVITATIONAL CONFERENCE

Arlington, Virginia

March 15-17, 1978

TABLE OF CONTENTS

Page

Acknowledgements. i

Background to the Conference. 1

Conference Objectives 2

Facilitation. 4

The Indicative Planning Process 5

Procedures and Findings of the Workshop Sessions. 6

Session I - Vision Analysis. 7

Session II - Underlying Contradictions. 13

Session III - The Practical Proposals. 26

Session IV - Tactical Planning. 32

Session V - Tactical Implementation. 41

Concluding Activity 47

The Story. 48

LIST OF FIGURES

Figure 1	Vision Statements for Positive Youth Development.	.9
Figure 2	Practical Vision Chart	11
Figure 3	Contradictions List.	16
Figure 4	Contradictions Chart	17
Figure 5	Proposals List	28
Figure 6	Practical Proposals.	29
Figure 7	List of Tactical Actions	.34-36
Figure 8	Tactical Systems Chart	37
Figure 9	Implementaries	.44-46

APPENDICES

Appendix A PARTICIPANTS LIST

Appendix B TEAM ASSIGNMENTS

Appendix C CONFERENCE LEADERSHIP

Appendix D SEMINAR METHOD

Appendix E CONFERENCE AGENDA

ACKNOWLEDGEMENTS

A conference of this type required planning, creativity and commitment. Dedicated professionals from diverse backgrounds, with the vision to recognize the potential of a multidisciplinary approach to addressing youth-related concerns came together, willing to share and eager to learn from others.

Assistance came from many quaters. Our early efforts were enhanced by the encouragement and support of the U.S.O.E., Community Education staff, especially Will Hudgins and Ron Castaldi. Paul Tremper, executive director of the National Community Education Association, had been on the job only two months but agreed that N.C.E.A. would be a sponsor of the conference. Larry Decker, Director of the Mid-Atlantic Center for Community Education, helped to develop a conference budget and provided input to the program format. Steve Parson, President of the Mid-Atlantic Community Education Consortium, served as the conference convener and in his usual good-natured manner, eased us into the first sessions.

This conference was skillfully facilitated by a four member team from the Institute of Cultural Affairs. Rick Loudermilk, Joyce Ollison, Lavern Phillips and Don Bushman each played a significant part at different stages of the conference. We especially appreciated the help of Rick Loudermilk who met with us in person and planned with us by phone before the conference began. His conceptual ability and effectiveness as a facilitator are matched by few trainers.

Helen Newkirk served as the on-site typist. Thanks to her skills and persistance, each participant left with a copy of the material developed during the Conference.

Anne Cline and her staff at the Quality Inn, Pentagon City were extremely cooperative and helpful. Their attention to our needs helped the conference evolve smoothly and on schedule.

Finally, this document represents the thinking and the interaction of the conferees. The dedicated group that stayed with the process is really responsible for the content of this report. The people who attended part or all of the conference are listed in Appendix A.

M.H.K.

D. G.

Charlottesville, January 1979

BACKGROUND TO THE CONFERENCE

This conference grew out of earlier efforts to initiate dialogue between representatives of the Community Education Program, United States Office of Education and the Department of Justice. In November of 1977, a meeting was held in Washington, D.C., attended by community educators, staff members of the Justice Department and of the Office of Education. Some groundwork was laid for future, more intensive discussion. It was pointed out that if a successful conference on youth-related concerns was to be held, more professionals from youth-oriented fields would have to participate.

A grant from the C.S. Mott Foundation to provide special assistance to the Community Education Program in the Office of Education provided the opportunity to conduct a comprehensive follow up to the November meetings. Moreover, the Office of Education staff was particularly interested in pursuing the topic because of the prevailing sentiments of several members of the National Community Education Advisory Council.

Participants

After nearly three months of intensive planning, the Conference on Youth and Community took place from March 15-17, 1978 in Arlington, Virginia. Thirty-four individuals attended part or all of the conference.

Invited conferees included representatives from Teacher Corps, the National Institute of Education, the National Youth Alternatives Project, the General Federation of Women's Clubs Crime Prevention

component, the National Association of Counties (Crime Prevention component), Juvenile Courts, Delinquency Prevention Services, the Cooperative Extension Service, particularly Four-H, the Senate Sub-Committee to investigate juvenile delinquency, Youth Work Inc., public school administration, U.S.O.E. Community Education Program, the National Community Education Association and representatives from the Mid-Atlantic Consortium for Community Education.

Objectives

Although exploratory linkages between national and regional organizations dealing with youth and delinquency prevention have taken place on an informal basis, the conference intent was to initiate dialogue and planning among individuals who share a concern for analyzing a community's potential for addressing the rising tide of youth related problems. Facilitators from the Institute of Cultural Affairs used a planning process known as "LENS' which emphasized the sharing of knowledge and the blending of corporate skills. As a result, the conference objectives were met successfully. These included:

Initiating dialogue and planning among individuals in youth-related fields concerned with delinquency prevention;

Generating possibilities for program development at the school and community level which would engage youth in meaningful activities;

Conceptualizing a framework for assessing a community's responsibility to its youth and its potential for impacting youth-related problems;

Compiling a document of the conference proceedings, highlighting the challenges to local communities and recommendations for comprehensive planning for youth related problems.

THE PLANNING PROCESS

"We have allowed to become a surplus commodity. We are not depending on youth to build the future of this nation. There is an absence of opportunities available that give them a sense of building."

(conference participant)

Facilitation

Leadership for the conference was provided by staff members of the Institute of Cultural Affairs which is headquartered in Chicago, Illinois. The Institute has a wide background in leadership effectivensss and strategy planning which is applicable to community development, corporation planning or focusing on particular issues common to diverse agencies and organizations.

Their leadership in the conference provided the method for the conference participants' planning and thinking as it related to building community and to positive youth development. The final content of the sessions remained the expressed views and recommendations of the conference participants.

Leadership Staff
Institute of Cultural Affairs

Rick Loudermilk Chicago, Illinois	Joyce Ollison Washington, DC
Lavern Phillips Chicago, Illinois	Don Bushman Cleveland, Ohio

OVERVIEW

THE PLANNING PROCESS - INDICATIVE PLANNING

The Vision Analysis	Contradiction Determination	Proposal Formation	Tactical Planning	Practical Implementation
Wed.	Thurs.	Thurs.	Thurs.	Friday

The planning process used by the Institute of Cultural Affairs was a think-tank method called Indicative Planning which involved four essential techniques of problem solving. As defined by the staff, there are:

VISION ANALYSIS: which draws on the perspectives of all participants in generating agreement on needed directions;

CONTRADICTION DETERMINATION: a process that pushes through surface problems to underlying blocks and issues;

PROPOSAL FORMATION: whereby broad strategies or proposals are created; and,

TACTICAL PLANNING: through which the action proposals are implemented. This session, for the purposes of this conference was designed to emphasize the importance of implementing action strategies.

The process used, and consequently the layout and charts of this document, reflect the methods used by the Institute in many of their community development programs. Results of each session of this think tank process are found sequentially in the pages of this document.

PROCEDURES AND FINDINGS OF THE WORKSHOP SESSIONS

WORKSHOP SESSION I

THE VISION ANALYSIS

"We have allowed youth to become a surplus commodity. We are not depending on youth to build the future of this nation. There is an absence of opportunities available that give them a sense of building."

(conference participant)

WHAT IS A PRACTICAL VISION?

Vision Elements

A practical vision represents group input regarding necessary directions for addressing a particular need or problem. The vision emphasizes consensus, or agreement among the members of a group or community.

The vision for this conference focused on problems of today's youth in American communities. The facilitators initial task was to frame the vision of the group. This was accomplished by eliciting vision statements which were recorded and appear in Figure 1. The statements in Figure 1 reflect the far-reaching dimensions of the group's concerns about youth problems.

Vision statements should be distinguished from goals. Actually, a vision begins to define the broad parameters of a problem or concern. It serves as the framework for all future plans developed, the guidepost for programs later implemented.

The vision of youth at this conference grew from responses to several questions.

> What do you think needs to happen if our communities are to effectively address the needs of today's youth?
>
> What is your vision of youth in the future?
>
> What are your hopes and dreams for tomorrow's youth?
>
> What needs to happen in order to promote positive youth development in our communities?

In a real community, a vision of this sort could be attained by conducting a series of meetings in the community. Or it could be done by knocking on doors and asking key questions. At this conference, the vision was developed essentially by brainstorming.

Figure 1

VISION STATEMENTS
FOR POSITIVE YOUTH DEVELOPMENT

Every school a community school
Integrated problem solving approach
Comprehensive delivery of services
Mental, psychological, physical challenge
Increased parental responsibility
P. E. T. for all parents
Community based youth heritage events
Social responsibility roles
Improved cooperation between home/school
Increased public awareness of benefits of community education
School buildings of wider use
Youth on city council planning commissions
High school basic living skills for youth
Work experience with service-orientation
Leisure education curriculum
Individual leadership responsibility
School/court partnerships
Coordinated public policy
Parental understanding of youth development
Individualized curriculum
Environmental awareness
Expanded recreation programs
Realistic institutional change
Renewed sense of neighborhood identity
Shared resources - youth agencies
System for community imput
Positive self-concept development
Education for jobs
Community awareness and involvement
Reducing turf protection
Reduce black-white discrepancies
Neighborhood programs/resources
Longevity of programs:subsidy
Reduce recidivism rate
Caring
Create schools within schools
School buildings have wider use
New image of community college
City priority/early intervention
Community commitment for financing
Improve family life situation
New strategies for education deficiency
Alternatives to unemployment
Improved transportation
Primary prevention/not remediation
Cultural and recreational enrichment
Reunderstanding of inequality
Coordination of present programs
Greater community involvement
Increased decision making in education
Involving youth more qualitatively
Group affiliation by interest
Involvement of all age groups
Building trust for interagency cooperation
Building school family parternerships
Cross-age teaching in schools
Comprehensive use of school facilities
Strengthening family social units
Early parenting education
Institutionalizing planned change
More responsive community agencies
Encouraging child/adult interaction
Shared responsibility for home functioning
Special projects for special needs
Reexamine the work ethic
Students contributing to community
Debureaucratizing the system

Vision Chart

The next task of the facilitators was to develop a "practical vision" of the group's approach to youth-related problems. Drawing from the vision statements (Figure 1), a Practical Vision Chart (Figure 2) was developed. This Chart served as a display of the group's vision for positive youth development. Moreover, it became the objective screen from which practical proposals for action were later made.

The Practical Vision Chart was organized into eight general components, each containing specific elements. Useful programs and services for youth require a solid conceptual base. The base developed by the conference participants included several important aspects. First, it reflected the perceived value of community agencies working and planning together, striving for systems coordination especially in delinquency prevention. It revealed a desire for redefining values associated with the constructive use of time and the relationships youth established in their community. The vision called for special programs that challenge youth and serve as alternatives to high youth unemployment. Child/adult interaction emphasizing more positive role modeling and encouraging youth leadership skills was emphasized. The importance of family unity, the role of parenting and family interaction all received reinforcement.

Closer working relationships between the school, the court and home were seen as critical in planning to meet certain youth needs.

Figure 2

PRACTICAL VISION CHART

VALUE REDEFINITION	SPECIAL PROGRAMS	CHILD/ADULT INTERACTION	FAMILY UNITY	SYSTEM COORDINATION	TEACHING EFFECTIVENESS	PREVENTION & DIRECTION	COMMUNITY UNITY
WORK EXPERIENCE REORIENTATION	ALTERNATIVES TO UNEMPLOYMENT OR CRIMES	INDIVIDUAL LEADERSHIP RESPONSIBILITY	PARENT EFFECTIVENESS TRAINING	UTILIZATION OF ALL RESOURCES	CROSS-AGE TEACHING PROGRAM	PRIMARY PREVENTION INTERVENTION	REDUCE BLACK/WHITE DISCREPANCIES
	LEISURE EDUCATION CURRICULUM	YOUTH ELECTED POSITIONS	STRENGTHEN FAMILY UNITY	PUBLIC POLICY IMPUT	BASIC LIVING SKILLS	CAREER ORIENTATION & DEVELOPMENT	
INCREASE ENVIRONMENTAL AWARENESS			IMPROVE FAMILY SITUATION	SCHOOL/COURT HOME COOPERATION			COMMUNITY AWARENESS & INVOLVEMENT
	YOUTH HERITAGE EVENTS	SOCIAL RESPONSIBILITY ROLES	FAMILY LEISURE ACTIVITIES	COMPREHENSIVE DELIVERY OF SERVICES	SCHOOL/ COMMUNITY RELATED CURRICULUM	EXPANDED RECREATION PROGRAMS	

The concern for teaching youth basic living skills related to community life under the heading of teaching effectiveness was expressed. An associated practical strategy was "youth teaching youth" certain of those skills.

Expanding efforts that are primary prevention in nature need to be reemphasized. This included the need for expanded attention to career orientation as well as a parallel development in leisure-oriented activities, not necessarily limited to team sports.

Another underlying concern for enabling positive youth development was labeled "Community Unity." The building of a sense of community in which all individual members including youth feel a part of the social structure was mentioned as crucial to any serious effort to curtail delinquency.

With the development of the Practical Vision Chart, the first session of the conference was complete. In the second session, participants sought to identify the potential constraints to achieving the vision.

SESSION II

THE UNDERLYING CONTRADICTIONS

"We are fostering a situation where youth feel that society owes them something."

(conference consultant)

What is a Contradiction?

The second phase of the conferee's work together focused on identifying the basic social contradications relative to positive youth development at the community level. Contradictions are not problems but rather the objective social realities which are capable of blocking the successful handling of a problem or concern. Contradictions are not usually isolated individually in society. Typically, they exist in combinations, thus blocking creative, new solutions to specific concerns.

If a given problem in society is to be addressed, it usually means that a variety of factors must be dealt with. According to proponents of the "LENS" process, the key to effective action lies with discerning the major bottlenecks related to implementing problem solving strategies. Rick Loudermilk indicated that it is like applying pressure at the right point to most effectively stop bleeding. Dealing with the complexity of delinquency and encouraging positive youth development in our society requires attention which may not be directly related to the location of the wound; effective action is most often indirect action."

Contradictions help define limitations for creating practical strategies. That is, when contradictions have been adequately stated, there are clues about which actions might be taken.

Generating the Data

Working in four teams each focusing on two of the broad components from the Practical Vision, participants concentrated on identifying the obstacles blocking the vision. The list of contradictions appears in Figure 3 and directly reflects the eight components of Figure 2 which include:

VALUE REDEFINITION
SPECIALIZED PROGRAMS
SUCCESSFUL ADULT/CHILD INTERACTION
FAMILY UNITY
SYSTEMS COORDINATION
TEACHING EFFECTIVENESS
PREVENTION AND DIRECTION
COMMUNITY UNITY

Each team built a list of obstacles to the two vision components to which they were assigned. From the data in Figure 3, twelve major contradiction areas were named.

Contradictions Chart

As the Contradiction Chart (Figure 4) indicates, some areas elicited more attention from the participants than others. The specific areas were prioritized on the Contradiction Chart. They range from UNCLEAR VALUE SYSTEMS through INADEQUATE WELFARE PROGRAMS. Figure 4 illustrates that some contradictions generated longer lists of obstacles. It should be noted, however, that all the contradictions were said to be important

Figure 3

CONTRADICTIONS LIST

Lack of communication skills/systems
Turf protection
Unclear goals/objectives
Conflicting agency goals
Inadequate agency coordination funds
Inadequate opportunities for public imput (real or imagined)
Uneducated public
Lack of public "ownership" in policy
Alienation by peers/fear of participation
Schools/courts unwilling to risk citizen participation
Weak/poor leadership
Uncomprehensive audience-approach
Lack of mutual respect between agencies
Too-busy working parents
"Closed shop" agency-operations
Uninformed relative to systems
Lack of court/school task force
Victimized by clout
Undeveloped communication/coordination mechanisms
Hierarchical decision-making
Over extension of agency services
Unclearly defined financial priorities
History predjudices (law says yes, people say no)
People unexposed to awareness experiences
Community unwillingness to admit problems
Emphasis on "basic-needs"
Mechanization replaces humanization
Conflicting definitions of community
Unimplemented community-imput
Destructive special interest groups
Academic empire building
Lack of consensus of what values are or mean
Lack of community support (relative to value clarification)
Youth unemployment (why values if no jobs)
Cultural non exposure to the work ethic
Transitory society
People locked into geography culture
Lack of leadership in values teaching
Lack of moral instruction
Widespread political corruption
Misunderstanding of the system and how it relates
Failure to recognize our own interdependence
Frontier history ("take" whats there)
Emphasis on obtaining worldly goods
Negative response of youth to economic and political
Confused concept of the value of money and its place in our lives
Production values conflict with enviornmental values
Lack of perception of what we're doing to society relative to enviornment
inability to down grade standard of living
Media continues to re-inforce materialism (generally anti-enviornment)
Afraid to think independantly (tend to follow the mode)
Transient nature of society
Communication explosion blocks common perception
Two family workers tends to detract from family unity
Changing patterns of family
Separation between the employed parent and childs perception (increasing largeness & complexity in the world of work)
Not caring attitude relative to involvement in each others lives
Lack of interpersonal relationships within the family (issue: unity in diverse interests)
Lack of options for meaningful activities
Too much energy spent on surviving
Lack of cultural stimulation
Political systems fear of further intruding on family
Resistence for values to be taught outside of the home (both ways relative to unity)
Clinging to a family style that no longer exists
Negative stigma relative to parental training
No role for youth in family
Lack of trust in youth
Lack of motivation to innovate
Opposition of school principals
Lack of coordination responsibility
Inadequate needs assessment
Conflicting release-time schedule
Lack of transportation
Conflicting Eco, spiritual, social values
Inadequate diagnostic capabilities
Lack appropriate curriculum
Overcrowded basic curriculum
Inadequate curriculum material
Inadequate teacher training
Weak research data base
New programs do not meet certification
Inadequate facilities
Eco/Pol non priority
Inadequate resources
Crisis-oriented society
Unwilling to support long-term planning
Lack of community responsibility
Weak knowledge-base for policy
Difficult to communicate "Prevention"

Figure 4

CONTRADICTIONS CHART

UNCLEAR VALUE SYSTEMS	NARROW AGENCY FOCUS	LIMITED COMPREHENSIVE PLANNING	INADEQUATE TEACHER PREPARATION	INADEQUATE COMMUNITY ORGANIZATION	REDUCED IMAGE OF YOUTH	INCREASING YOUTH UNEMPLOYMENT	LIMITED COMMUNITY INTERACTION	INADEQUATE STRUCTURED PROGRAMS	LACK OF SIGNIFICANT PARTICIPATION	OVERBURDENED SCHOOL SYSTEM	INADEQUATE WELFARE PROGRAM
Frontier history	Legislative liberalism	Ignorance of interdependence	Lack of leadership	Systems fear of involvement	Alienation by peers/fear of participation	Non-exposure to work ethic	Uneducated public	Lack of program housing	Youth lack leadership	Schools can't do it all	Crime more attractive than employment
Economic environment	Ignorance of the system	Unclear defined finance priority	Opposition of school principle	Unimplemented community input	Wide-spread political corruption	Youth unemployment	Lack of community responsibility	Lack of meaningful activities	Hierarchial decision-making	Lack of development of marketable skills	Welfare system discourages from working
relationship	Undeveloped communication/ coordination mechanisms	Uncomprehensive audience approach	Programs don't meet approved certification	Inadequate opportunities for public input	Understanding behavioral influences	Job class saturation	Lack of moral instruction	Lack of transportation	Threat to adult order	Conflicting scheduling	
Inability to downgrade living standard	Restrictions & guidelines	Economic/ Political non priority	Lack of appropriate curriculum	Lack of Cultural stimulation	Labeling of youth	Job aspiration preparation discrepancy	People unexposed to awareness experiences	Inadequate facilities	Afraid to think independently		
Destructive special interest groups	Justice perpetuates crime	Weak research data base	Making a community a a laboratory	Lack of community organization	Lack of trust in youth	Profit orientation	Responsibility not encouraged at home	Inadequate resources			
Media reinforce materialism	Overextension of agency service	Inadequate needs assessment	Inadequate teacher training	Weak knowledge base for policy & laws	Schools can't do it all	National job market	Difficult to communicate "Prevention"				
Meaningless youth role	Institutions that pull on youth	Crisis oriented society	Parental resistance to training	Lack of motivation to innovate	Youth's negative response	Social,Eco immobility	Lack of moral instruction				
Emphasis on basic needs	Academic empire building	Lack of communication skills system	Inadequate diagnostic capabilities	Victimized by clout	Positive role identification	Increasing size & complex of work world	Conflicting definition of community				
Communication explosion	Closed-shop agency operation	Weak/poor leadership	Misunderstand hidden curriculum	Schools/courts unwilling to risk citizen participation	Choosing effective leaders	Economic pressure to survive					
Confusion	Uninformed about systems	Unclear goals and objectives	Selling school boards	Lack of "public ownership" in policy	Job stigma	Increased technology					
Conflicting Eco/Spiritual social values	Judicial inconsistancy	Inadequate agency coordination of funds	Overcrowded basic curriculum								
Changing family patterns	Lack of court/ school task force	Unwilling to support long-term planning	Inadequate curriculum materials								
Too-busy working parents	Lack of coordination responsibility										
Unwillingness to admit problems	Hurt protection										
Unclear values	Conflicting agency goals										
Absence of parents	Little inter-agency respect										
Transient society	Bifurcation of interests										
Farm family image											
Lack of inter-personal relationships											
Community conflicts											
Mechanization replaces humanization											
History prejudices											
No parental responsibility											
Materialism overemphasis											

-17-

when building an effective community approach to youth problems. All contradiction areas later received equal emphasis in terms of building practical proposals in Session III.

Contradiction I - Unclear Value Systems

The heavy emphasis in this area appeared to reflect the importance of human values. Yet it is not always easy to pinpoint where in society actual values breakdowns occur. Schools once played greater emphasis on teaching values; the home and community reinforced the schools' effort. The 1960's ushered in a great wave of "doing one's thing." Sociologists and social critics continue to sort out the confusion of American society in the 1960's. Societal upheaval contributes to the reexamination of personal and group values. The 1970's thus far appear to be characterized by a search for stability, order and continuity, especially in educational programs and in many community functions. Issues named relating to the "unclear value systems" included: the mobility of the family, changing family patterns, mechanization replacing humanization, materialism overemphasized, confusion caused by the communication explosion, and meaningless youth roles.

Contradiction II - Narrow Agency Focus

This contradiction received the second most attention. It is associated with the vision element of systems coordination. Repeatedly, in many communities, a comprehensive delivery of human services has helped reduce particular patterns of delinquency.

The NARROW AGENCY FOCUS identified by the participants as a key contradiction to a coordinated effort included several blocks: undeveloped communication and coordination mechanisms, "closed-shop operations", conflicting agency goals, and turf protection. These polarizing influences prevent an effective approach to comprehensive care of a community's youth. Moreover, they prohibit the most effective use of all existing resources in the community, a problem which leaves huge gaps in services to youth.

Contradiction III - Limited Comprehensive Planning

This contradiction is related to the tendency toward "crisis-oriented planning." It is also an extension of Contradiction II. Because agencies have a narrow sphere of service, their administrators tend not to undertake an abundance of cooperative planning with other agencies. Rather, they tend to focus on the uniqueness of their particular agency mission, viewing it almost as though it does not relate to the purpose or mission of other agencies.

Issues in this contradiction included: a weak research base, inadequate needs assessments, lack of communication skills, inadequate coordination of funds within an agency and unwillingness to support long-term planning. Without a demand for a more comprehensive planning approach for serving youth needs in a community, capital resources will continue to be spent at an increasing rate with little effect on reducing delinquency.

Contradiction IV - Inadequate Teacher Preparation

This contradiction refers more broadly to a set of school-oriented concerns; training teachers is just one aspect. It

was noted that appropriate teacher training ought to include attention to teaching life skills or coping strategies as part of the curriculum. The school should seek to be more active in helping youth to make appropriate transitions to community life. One effective teaching strategy would be to use the community as a skills development laboratory. Major issues related to this contradiction included: opposition of school principals, programs do not meet approved certification, inadequate diagnostic capabilities of teachers, overcrowded basic curriculum and inadequate curriculum materials for living skills.

Contradiction V - Inadequate Community Organization

This contradiction relates to a community's involvement in the overall positive growth experiences of young people. Serving as a primary environment, the community shares the responsibility of sustaining processes and agencies capable of accommodating ever-changing youth needs. Citizens too must play a part. One such role is that of a youth advocate, someone who actively intervenes on behalf of young people. It is within the geographical limits of the community where young people develop a sense of identity which is reinforced either in positive or negative ways.

Issues relating to inadequate community organization as an obstacle in promoting positive youth development included: The "system's" fear of involvement of the community, unimplemented community input, inadequate opportunities for public input, a

weak knowledge base for policy making and of existing laws, lack of motivation on the part of citizens to initiate new programs, the sense of being victimized by "clout", schools and courts unwilling to risk citizen participation and the lack of understanding as to how to effectively bring about change.

Structures and processes which are interwoven in the community serve to encourage citizens to involve themselves strategically in any effort to prevent delinquency or address youth concerns. The task for communities is to design that means by which concerned citizens can creatively demonstrate their concerns.

Contradiction VI - Reduced Image of Youth

This contradiction relates to both the way youth perceive themselves and the way they are perceived by society in general. As a part of the social changes that have characterized this quarter of the 20th century, young people too have undergone a change in developing a sense of who they are and how they fit into society. Coming to grips with this dilemma is a challenge to youth, and serves as a motivating force for their responsible participation in society. The increased alienation among American youth is in part a product of how much trust adults convey. Tendencies to label young people or failure to put trust and responsibility in them contributes to a confining role for them. Communities must seek creative ways to rebuild the image of one's youth as a responsible time of life.

Contradiction VII - The Increasing Unemployment of Youth

This contradiction relates to a societal problem that is more acute among the young, particularly minority and poor youth.

A person's position in life improves to a certain extent according to earning capability. Appropriate skills, training and education are essential for acquiring most jobs in today's market. Inability to secure money or jobs has, therefore, become frustrating for youth. There seems to be an increased frustration regarding one's occupational choice as a result of rapid changes in the nature and number of new jobs. Other issues which make up this overall contradiction to preventing delinquency included: non-exposure to the work ethic, profit orientations, aspiration/preparation discrepancies and economic pressure to survive.

Large scale attempts are being made by the federal government to provide more jobs for young people. C.E.T.A. is one such effort. However, communities can take a more active role in establishing local job opportunities. One suggested challenge to communities is to create practical alternatives to employment such as public service internships.

Contradiction VIII - Limited Community Interaction

This underlying block to successful delinquency prevention is deeply rooted in a fast moving society where neighbors neither depend on nor have time for each other. The world has been dramatically affected by the speed of sociological and technological change. Individuals seem less interested or willing to become involved in community life. The emphasis has been on strengthening the position of the individual or of one's family. This practice serves to reinforce a negative adult role model.

Contradiction IX - Inadequate Structured Programs

This contradiction relates to the limited use of facilities and the programs which are generally available to the community. Though many community facilities exist, their use is often limited to very specific purposes. Further limitations exist because of programming which is directed at particular age groups or conducted at certain times during the day or week. There is a need for program designs that challenge youths' sense of adventure and risk in a positive way. Television will continue to be a chief motivator, producing lazy minds until new accessible alternatives are put before young people. Without new attempts to establish community based programs which are accessible to a wide population, young people will seek opportunities for adventure which may have little direction or positive benefits.

Contradication X - Lack of Significant Participation

As the responsibility placed on young people today has decreased and the ambiguity of their role in society has increased, a growing restlessness exists among youth. The personal understanding of a person's actions is largely a result of self-perception. This applies to youth as well. We must create increased opportunities for young people to seek self-understanding, to discover and deal with their own changing personalities and values.

The time of youth has become a waiting period, waiting for a time of social and personal significance determined

primarily by occupational and economic resources in the community. As was stated by one of the conference participants, "We have allowed our youth to become a surplus commodity; there is an absence of opportunities that give them a sense of building."

This contradiction is being perpetuated by increasing the number of services offered to youth without increasing the number of opportunities for them to be of service. One of the greatest tasks facing communities then is the decision to find ways to engage young people creatively in the social structure of the community.

Contradiction XI - Overburdened School System

"Schools can't do it all" is a phrase which continues to be heard. This contradiction blocking effective delinquency prevention points to the demand society is placing on schools to teach, counsel and socialize young people.

Teachers, however, are drained by the demand to teach responsible behavior as well as academic skills. The school situation relating to young people has reached critical dimensions in many parts of the nation. The brunt of responsibility is still on the schools to find solutions to new and existing problems. While data continues to be gathered on the extent of the problem, it is apparent that schools alone are not capable of finding all the solutions. Societal problems require the involvement of the community at large in developing effective solutions.

Contradiction XII - Inadequate Welfare Program

While welfare programs or assistance programs are needed for many individuals, they can become negative forces in preventing

delinquency. Without scrupulous monitoring, the welfare system becomes vulnerable to severe abuse. When it discourages young people from working by offering a source of easier money, it becomes a negative force.

Session II ended with the completion of the Contradictions Chart. Participants were prepared to offer practical proposals for meeting the challenges presented by the contradictions.

SESSION III

THE PRACTICAL PROPOSALS

"Only at the local neighborhood level will we find the true answers to delinquency prevention."

(conference participant)

What is a Practical Proposal?

The third step in the Indicative Planning Process is to create practical proposals. The proposals identify broad strategies needed. "Proposals are not what you do, but those things that inform you of the direction of your actions," according to one facilitator. They do not specify particular actions, but attempt to unblock contradictions in order to move toward the realization of the vision. Session Three dealt with the contradiction areas and sought strategic directions that might be initiated in order to enable more effective action in addressing youth problems within communities. Conference participants, divided into teams, took the contradiction areas generated (Figure 4) and began brainstorming the practical proposals that could be taken to over come the contradictions. The proposals are listed in Figure 5.

The suggested practical proposals from all teams were then regrouped according to the similarity of the action required. This regrouping appears Figure 6 (The Practical Proposal Chart) which allowed new insights to emerge regarding how many problem issues could be dealt with creatively and tandemly.

After tabulating the recommendations, the direction receiving the highest emphasis was UTILIZING THE CONTRIBUTIONS YOUTH CAN MAKE TO A COMMUNITY. It was very clear that the participants agreed that greater emphasis must be given to this aspect of youth development.

Interestingly enough, the second highest number of recommendations dealt with STRENGTHENING LOCAL NEIGHBORHOODS. Notice

PROPOSALS LIST

In-service training program
State superintendent impact
Comprehensive community planning through volunteers
Exceptionality curriculum improvement
Community-based teacher preparation
Collaborative task force school/community program development
Movement for relevance and responsibility
Strengthen local neighborhoods
Distribute prevention program model
Central info-pr system through voluntarism
Form neighborhood development associations
Community building through training
Do a favor for neighbor
Community crime prevention effort
Create alternatives early
Unstigimatize "welfare"
Organize neighborhood businesses
Sense of belonging
Citizen participation in events on needs of youth
Parents involved in classrooms
Parents as resources
Realistic appraisal of resource need
Effective use of existing space
Cooperative inter-agency planning
Youth training financed by businesses
Business sponsored job training
Career awareness exploration preparation
Inter-agency resource sharing
Joint staff/volunteer training
Coordinated transferable funding
Parent-youth training program
Work experience/volunteer work = credit
Shared facilities
Course discrimination impact
Age discrimination program
Planning meetings/field trips
Identification/application of common needs
Adult on youth impact program
Youth recognition advertizing
Trial youth representation
Decentralize large city and county governments
Youth speakers bureau
Youth engagement analysis
Parent exchange project
Empower children (youth) to make decisions about their lives
Involve delinquents in negotiating their own dispositions
Resource development through meaningful activities
Expand parental roles to the community
Organize neighborhood development associations
Community project assignment
Youth contributions
Kids can care campaign
Facilitate meaningful youth roles
Inter-agency council
Institutional reorientation to purpose
Centralized data base
Inter-agency cooperation as funding pre-requisite
Credit for community service
Community involvement in the school
School volunteers
Merchants assistance training
Job banks
Examine child labor laws
Expanded alternative schools
Efficient use of human resources
Movement for relevance and responsiveness
Independence from government
Develop effective communications
Consumer involvement in planning
Training for youth educators in the concepts of community educations
Increase use of informal community networks
Access to more short term jobs

Note: This list of proposals represents brainstorming ways of addressing the twelve categories of contradictions in Figure 4.

SELF SUFFICIENT YOUTH PROGRAM

CONTINUED YOUTH SUPPORT

YOUTH SELF ESTEEM

YOUTH LEADERSHIP

INDEPENDENCE FROM GOVERNMENT	INTERACTION OF ADULTS/YOUTH	EMPLOYMENT DEVELOPMENT	YOUTH CONTRIBUTIONS	NEIGHBORHOOD STRENGTHENED	INTERAGENCY COOPERATION	COMMUNITY IMPUT	RESOURCE USE
LOCAL PROGRAM CONTROL	PROMOTE SCHOOL VOLUNTEERS	YOUTH EMPLOYMENT ALTERNATIVES	FACILITATE MEANINGFUL ROLES	EXPAND NEIGHBORHOOD PARTICIPATION	CENTRALIZE INSTITUTIONAL DATA BASE	DEVELOP EFFECTIVE COMMUNICATION	PARENTS AS YOUTH RESOURCES
SELF-SUPPORTING PROGRAM	CREDIT FOR COMMUNITY SERVICE	ADULT ASSISTANCE TRAINING	EARLY ALTERNATIVES FOR YOUTH	ORGANIZE NEIGHBORHOOD ASSOCIATIONS	TEACHER TRAINING & ACCREDITATION	CONSUMER INVOLVEMENT IN PLANNING	COORDINATION OF COMMUNITY FACILITIES

that these two areas form the keystone of the Practical Proposals Chart, Figure 6. Because of the similarity of the number of recommendations given to these areas, it is crucial that they be implemented together to achieve maximum benefit in any youth problems prevention effort. The implication is that it requires both honoring the gifts of youth by structurally allowing for them to be significantly engaged in the community and simultaneously seeking a means of strengthening the community as a whole in order to deal comprehensively with youth problems.

The net result of building on these two areas (YOUTH CONTRIBUTIONS and STRENGTHENING THE NEIGHBORHOOD) could be the development of "youth leadership." Moreover, conference participants felt that facilitating meaningful youth roles in the community would have direct implications for strengthening the famil unit. Although the need for family unity was a pervading theme in the visioning session, it was concluded that dealing with this societal issue head-on is very difficult and might most creatively be dealt with by attempting to build youth leadership in the community.

Two other areas of recommendations for meeting the challenge of positive youth development focused on EMPLOYMENT DEVELOPMENT and INTERAGENCY COOPERATION (Notice in Figure 6 the relationship of these two areas.) Enabling more young people to be employed could mean more positive roles for youth in the community. One result certainly could lead to a more positive self image and more attention to accountability in job responsibility. If serious attention were given to developing working relations

among the organizations and agencies that promote youth development, more of an effort would exist in building positive self esteem.

Utilizing school volunteers, providing credit for community service, designing parent exchange programs, could be a part of the undertaking to stimulate interaction between all ages in the community. A corollary action to be implemented is the seeking of community input in planning and problem solving. Neighborhood people would be trained in group dynamics and problem solving in an effort to develop a desire for taking responsibility for their own community. The goal is to develop long term support and continuity of youth programs. It was argued that this would insure that yough programs become an integral part of community development and not "one shot deals."

It was stated that it is important for a community not to depend on the federal government to subsidize youth programs. A means should be sought to subsidize these programs locally by utilizing community resources including: the schools, church buildings, parents, volunteers and a host of others.

It is important to realize that it is only at this point (in the proposal session) that directions for "goals" were developed. Goal development for a series of progams should not be a "front and job." According to proponents of the LENS process, first, the vision of the community must be displayed. Secondly, contradictions are identified and then goals are established. In Session Four the particular actions to be taken were specified.

SESSION IV

TACTICAL PLANNING

"Comprehensive care of what we have talked about as positive youth development will have overarching community results. When we work seriously with youth, we are not handling a delinquency problem, we are building the community; we are dealing with community pride, security and stability of the community, meaningful leisure time, an improved quality of life and a bridging of the generation gap within our communities."

(conference staff member)

What are Tactics?

Put simply, tactics are specific plans regarding what is to be done. Participants were again divided into four teams. Each team was assigned to a set of proposals from the Practical Proposals Chart (Figure 6). Each team generated a list of tactics or actions that could be used to activate a particular proposal. The tactics appear in Figure 7.

Then, in a plenary session of all four teams, the tactics were organized into similar groups. This organization led to the development of the Tactical Systems Chart (Figure 8). Figure 8 was later used to as the framework for suggesting potential programs that could comprise a more comprehensive approach to youth related community problems. Figure 8 illustrates five major tactical components: Enhanced Community Pride, Ensured Community Security and Stability, Meaningful use of Leisure Time, Improved Quality of Life, and Bridged Generation Gap.

These five tactical components form the rationale for whatever youth-related programs are initiated within a community. These are somewhat intangible concepts. But they are frequently used as societal measurers. They are the by products of the program development.

Enhanced Community Pride

It is also important to note the relationships between pairs of practical actions. For instance, the two sets of tactics at the center of the chart, ANALYZE COMMUNITY PROGRESS and COORDINATE VOLUNTEER PROGRAM, suggest the potential for

Figure 7

BRAINSTORMED LIST OF TACTICAL ACTIONS

Under the column LESS DEPENDENCE ON THE GOVERNMENT

A. LOCAL PROGRAM CONTROL
   1. Establish Community Advisory Boards
   2. Provide training for local community councils in planning and financial management
   3. Collect information for power base through questionnaires and surveys
   4. Prepare lists of project ideas that cost no money
   5. Have workshops for community citizens in effective lobbying
   6. Conduct workshops in process planning for existing groups
   7. Develop a tax rebate plan for community councils
   8. Develop community support for programs by providing methods for community input

B. SELF SUPPORTING PROGRAMS
   1. Develop business support
   2. Develop inkind relations with other agencies on resource use
   3. Solicit individual sponsors for particular youth programs
   4. Redirect existing resources to the schools
   5. Involve the total family with a clear involvement plan for all ages
   6. Promote youth programs through community fund raising

Under the column INTERACTION OF ADULTS AND YOUTH

A. PROMOTE SCHOOL VOLUNTEERS
   1. Organize cross-age clubs with membership from all age groups
   2. Develop a formal volunteer program involving training, orientation and screening
   3. Initiate parent/child programs
   4. Use teens in elementary schools as volunteers
   5. Establish advocacy programs
   6. Enlist the support of different organizations as school volunteers
   7. Promote after school programs led by volunteers
   8. Use businessmen as school volunteers in the early morning before 9:00 am. jobs
   9. Provide adult education programs using volunteer time with young people as payment for adult programs

B. PROVIDE CREDIT FOR COMMUNITY SERVICE
   1. Give academic credit for both high school and college for participation in regular community service
   2. Provide apprenticeship programs in community service arenas such as through the volunteer fire department, rescue squad.
   3. Provide awards for community service
   4. Use the media for recognition of community service for individual youth or groups of youth
   5. Provide an annual recognition event for school volunteers and youth in community service
   6. Provide pay or monetary incentives for community service where possible on a small scale basis
   7. Document the work experience received through work with community service agencies and file with student records

Figure 7 (continued)

Under the column EMPLOYMENT DEVELOPMENT

A. YOUTH EMPLOYMENT ALTERNATIVES
   1. Emphasize apprenticeship programs for sake of learning experience as well as for monetary incentives
   2. Assess all alternatives for youth employment in the community
   3. Implement employment skills clinics in the community
   4. Provide access to more short term jobs doing public service or working in governmental or civic agencies

B. ADULT ASSISTANCE TRAINING
   1. Catalyze merchants assistance training in which merchants and agencies accept youth interns and give them "world of work" experience

Under the column YOUTH CONTRIBUTIONS

A. FACILITATE MEANINGFUL ROLES
   1. Require school age youth to contribute to the community as part of their curriculum experience
   2. Stimulate increased decisionmaking in local schools on the part of youth
   3. Graduate high school students with basic living skills as well as completing of academic curriculum
   4. Create schools within schools which suggests creating small units within schools that promote a sense of identity and attachment as opposed to the anoymity fostered by large schools
   5. Have schools and informal teaching opportunities open to many age groups; use youth teaching youth; elders teaching youth; youth teaching adults, etc.
   6. Create a youth volunteer crops

B. EARLY ALTERNATIVES FOR YOUTH
   1. Provide recreational, cultural, and skill development early in life to create alternatives to crime
   2. Increase emphasis on career orientation and curriculum development appropriate to variety of youth potential, interests and capability
   3. Provide educational adventure programs for young people needing a sense of adventure and high risk
   4. Provide structured leisure activities for youth who have time on their hands

Under the column NEIGHBORHOOD STRENGTHENED

A. EXPAND NEIGHBORHOOD PARTICIPATION
   1. Create special interest clubs
   2. Hold neighborhood talent shows, Easter egg hunts, Christmas caroling, picnics, etc.
   3. Hold neighborhood craft fairs where neighbors exhibit and sell craft products. Encourage youth participation

Under the column INTERAGENCY COOPERATION

A. CENTRALIZE INSTITUTIONAL DATA BASE
   1. Hold an interagency forum to determine the areas of common service and need within the community
   2. Assign task forces among agencies to work on common problems
   3. Devise a system of data collection, distribution and classification among existing agencies

Figure 7 (continued)

4. Organize a mobile community library and book swap
5. Provide day care centers among neighborhoods

B. ORGANIZE NEIGHBORHOOD ASSOCIATIONS
1. Develop block clubs
2. Organize Cross age clubs
3. Establish block committees
4. Hold youth councils on a regular basis
5. Organize regular community celebrations

Under the column COMMUNITY INPUT

A. DEVELOP EFFECTIVE COMMUNICATION NETWORK
1. Publish a community services directory
2. Conduct a community needs assessment
3. Publish a community newsletter highlighting community events, stories on local people, etc.
4. Distribute flyers on community happenings and create a yearly calendar of community events
5. Initiate a telephone chain at the neighborhood level
6. Create a central information and public relations system thru volunteerism

B. CONSUMER INVOLVEMENT IN PLANNING
1. Organize a community planning council
2. Hold a community think tank and use the indicative planning process to determine the direction the community needs to go
3. Provide training to communities and parent-teachers groups in process planning
4. Train neighborhood people in communication, group dynamics and problem solving to develop a sense of community responsibility
5. Use youth in community planning bodies
6. Create systems or structures for community input through regular town meetings
7. Implement a community crime prevention effort on the neighborhood level

4. Provide Intra-agency inservice programs

B. TEACHER TRAINING AND ACCREDITATION
1. Provide training for youth educators in the concepts of Community Education so that more than community education coordinators get trained
2. Institute community based teacher training and require prospective teachers to do community observation before student teaching or initial teaching within a community
3. Work for appropriate curriculum design to strengthen teacher's identification of exceptional children via the certification process at state board level and at school of education
4. Develop curriculum that emphasizes citizen participation, using community resources and leadership development

Under the column RESOURCE USE

A. PARENTS AS RESOURCES FOR YOUTH
1. Organize concerned parents group
2. Have parents develop implementable strategies for effective action and assign responsibilities among themselves
3. Plan programs in Parent Effectiveness Training
4. Develop Exchange Parent Program for tutoring and informal counseling
5. Increase parental understanding of problems of particular youth problems within the community and solicit their help in meeting the problems
6. Create a program for adults designed to educate adults as to how their behavior impacts youth

B. COORDINATE COMMUNITY FACILITIES
1. Identify all possible community facilities
2. Utilize local churches and community schools
3. Secure sharing agreements among existing facilities
4. Secure a coordinator of volunteers and volunteer programs

Figure 8

TACTICAL SYSTEMS CHART

BRIDGED GENERATION GAP

IMPROVED QUALITY-OF-LIFE

MEANINGFUL USE OF LEISURE TIME

ENSURED COMMUNITY STABILITY

ENHANCED COMMUNITY PRIDE

CULTURAL HERITAGE RECOVERY	SPECIAL LEISURE ACTIVITIES	COMMUNITY SELF-SUPPORT	ORGANIZE BLOCK CLUB	ANALYZE COMMUNITY PROGRESS	COORDINATE VOLUNTEER PROGRAM	ALL-AGE COMMUNITY PLANNING	LOCAL EMPLOYMENT TRAINING	PUBLIC IDENTITY EDUCATION	COMMUNITY TEACHER TRAINING
CULTURAL HISTORY PROJECT	SPECIAL LEISURE CLUBS	LOCAL FUND RAISING	CROSS AGE CLUBS	COMMUNITY INTEREST SURVEY	TOTAL SCHOOL UTILIZATION	ELECTED YOUTH COUNCIL	SHARING BUSINESS SKILLS	LOCAL MEDIA UTILIZATION	ADULT TRAINERS CADRE
	NEIGHBORHOOD TALENT SHOW	SECURE BUSINESS SUPPORT	PARENT COMMUNITY ORGANIZATION	COMMUNITY RESOURCE SURVEY	CHURCH FACILITY USE	COMMUNITY PLANNING COUNCIL	SOCIAL COMPETENCY SKILLS	NEWSLETTER PUBLICATION DISTRIBUTION	
CROSS-AGE HERITAGE INFORMATION	ESTABLISH CRAFT FAIR	SOLICIT INDIVIDUAL SPONSORSHIP	EFFECTIVE TRANSPORTATION POOL	REVIEW CURRENT PROGRAM	VOLUNTEER EXPERTISE SHARING	INTER-AGENCY FORUM	ASSESS YOUTH SLTERNATIVES	COMPREHENSIVE INFORMATION COLLECTION	CROSS-AGE TUTORING PLAN
	URBAN GARDEN SET-UP	FINANCIAL RESOURCE PLANNING	LOCAL ADVOCACY PROGRAMS	COMMUNITY NEEDS ASSESSMENT	SCHOOL STAFF INVOLVEMENT	INDICATIVE PLANNING THINK-TANK	DESIGN EMPLOYMENT TRAINING	FAMILY INFORMATION NETWORK	
				IDENTIFY HUMAN RESOURCES	YOUTH VOLUNTEER CORPS				

enhancing community pride, the overall component. Note the other paired relationships in the Tactical Systems Chart. COMMUNITY INTEREST SURVEY AND COMMUNITY RESOURCES combined with TOTAL SCHOOL UTILIZATION and CHURCH FACILITY use also leads to better community pride. It was noted that the concept of community pride and the sense of responsibility for one's neighborhood are critical to curtailing destructive activity. Recent experience has revealed that new yough programs operated by small staffs with limited financial resources will not help significantly to deal with youth problems. It was believed instead that more community members taking an active interest in youth would provide a stronger support base for positive youth development.

Ensuring Community Stability and Security

The second tactical component, Ensuring Community Stability, is acheived by linking efforts such as ORGANIZING BLOCK CLUBS with ALL AGE COMMUNITY PLANNING. It calls for strengthening community units, caring for one's neighborhood, building a sense of community identify by providing structures through which people can come together for social interaction and planning. The involvement of a broad cross section of the community in problem solving and planning requires more team action. It assumes an eagerness to contribute to the well-being of the community and a commitment to creating a sense of responsibility for the community, including its youth. This involvement further implies that the key to increasing the stability and security of a community does not necessarily mean increasing the size of

the police force. True community improvement results from involving people who have a stake in what happens to their community.

Meaningful Use of Leisure Time

The third component, results from the interaction of establishing community self support and initiating local employment training. This component is directed toward building local interest and responsibility for community youth programs and for developing social and employment competencies of youth within a community. The rationale is that as young people develops skills and are provided with training by community members, their decision as to how they use their leisure time will be affected. The community has a responsibility or vested interest when it invests financial and human resources into youth programs and activities.

Improved Quality of Life

The fourth tactical component is a by-product of activating the particular actions listed under SPECIAL LEISURE ACTIVITIES and PUBLIC IDENTITY EDUCATION. This component is concerned with engaging community members, especially youth, in activities which utilize individual creativity in a group setting. There is emphasis also on improving communications, making the community a special place to live. Actions taken in this manner might include community newspapers highlighting speical activities, work days, and school events, with special emphasis on a community events calendar. Suggested activities include

families highlighted in the newspaper, individual achievements of yough special noted, and publicity recognizing newly formal clubs. The goal is to improve the quality of life which is a perception of the members of a community.

Bridging the Generation Gap

The fifth tactical component area is comprised of CULTURAL HERITAGE RECOVERY and COMMUNITY TEACHER TRAINING (training gor non-professions and professionals among youth, adults, and elders). The intent is to enable more people within the community to assume teaching roles in life skills curriculum, with emphasis given to recovering or documenting the "story" of the community and its purpose. The Cultural Heritage Recovery points to the need for programs and studies which enhance a sense of cultural identity and purpose. The training of adults and youth to assume leadership in teacher roles seeks to supplement the academic and vocational skills training provided through the schools. It encourages emphasizing everyone's capacity to be a teacher. Young people sharing their skills with elders as well as adults teaching youth reinforces the notion of "everyone a learner, everyone a teacher."

These tactics represent a practical, indirect and effective approach to responsible care for the youth of a community. The issue of implementing these creative tactics was addressed in the last session of the conference.

SESSION V

TACTICAL IMPLEMENTATION

"The real task is introducing recommendations at the local community level. They must be internalized by the citizens of a community so that the recommendations become their own."

(conference staff member)

What are Implementaries?

The last step of the Indicative Planning process is to design implementaries or ways of putting programs in motion. These are the precision tools of a plan, how it will be undertaken Without this step, good ideas remain on the drawing board. It was suggested that good action plans might be more successfully implemented by a community that was involved in making the plans.

It is important, therefore, to emphasize that while the work of the conference participants involved assessing what a community's most effective approach to youth-related problems might be, they not seek to build "the model" to be implemented everywhere. Each community seriously concerned with developing a comprehensive plan must carefully ascertain from its citizens what they feel is needed for their particular community and then build their own plan of action.

The Tactical Systems Chart (Figure 8) from the previous session represents one such model that contains the insights of the conference participants. The programs suggested are a means by which a community can push toward what it understands to be the root causes related to youth problems.

The Implementaries session dealt with initiating the action steps necessary to achieve the overall thrust of the tactics. Conference participants engaged in implementation writing by answering 5 questions: 1) Who is going to do it? 2) Where will the tactic be actualized? 3) When will the tactic be actualized? 4) Where will it be initiated? and 5) Why are we doing this?

A particular column heading from the Tactics chart suggests the purpose of certain programs that are considered for young people in the community.

The following implementaries were written by conference participants as examples for a community's own implementation writing. This final session provided a realistic check of the practicality of the recommendations designed. It is important to note that these implementaries are consistent with the original vision of the conference participants.

Three components from the Tactical Systems Chart were used for sample implementary writing. They were: ANALYZING COMMUNITY PROGRESS, DESIGNING SPECIAL LEISURE ACTIVITIES and CATALYZING ALL AGE COMMUNITY PLANNING. Unfortunately time did not permit the writing of implementaries for all tactical components. The sample implementaries appear in Figure 9.

ALL AGE COMMUNITY PLANNING
ELECTED YOUTH COUNCIL

To involve youth in "all-age community planning" the Youth Services Council of Richmond's Oregon Hill neighborhood will actualize an "elected youth council" during the spring of 1978 (by June 1, 1978). This will be actualized by electing council members from block meeting primaries. Each block leader establishes the block meeting to obtain candidates. Youth 9-18 years of age in that block will elect their representative to the Youth Council. After the Youth Council is elected the Youth Services Council will initiate first meeting where an indicative planning process is begun to establish vision and tactics for youth development in Oregon Hill with youth imput.

ALL AGE COMMUNITY PLANNING
COMMUNITY PLANNING COUNCIL

The tactic is to establish a practical demonstration through an ad hoc community council to plan coordinated summer activities for highschool and college age youth. The existing community youth, school, church, senior citizen, women's and other groups will provide representatives to meet extensively in May and use the indicative planning approach to coordinate existing resources for a summer youth program. Bringing the teenagers from isolated racial and economic status groups together in an activity program is a major goal. If this cooperative summer effort is a success an end-of-summer evaluation will introduce the idea of a more permanent council of these groups for broader all-age community planning.

INDICATIVE PLANNING THINK TANK

To use planning for youth to involve all age groups in Reston, the elected youth council, community planning council, and the interagency forum will employ the indicative planning think tank model at the end of the special summer practical demonstration program. The Delinquency Prevention Service will be used to facilitate the process, and the three above mentioned organizations will work as the co-sponsoring bodies in Reston.

INTER-AGENCY FORUM

The various public and private agencies of the community (senior citizens, police liason department, YM-YW etc) will collectively assemble at one central location. This site may best be the neighborhood elementary or secondary school which can offer the necessary facilities. Joint cooperative planning would occur year around with an emphasis on summer youth needs, meeting at least once a month. The mechanics of assembly and coordination are undertaken by one central agency, most likely the local school because of available personel., i.e. and assistan principal who might help define procedural objectives. The rationale rests in an attempt to develop community wide awareness of youth needs. This means all youth. To avoid targeting one youth population, all youth must be addressed at all intellectual, academic, and cultural levels.

Figure 9

COMMUNITY INTEREST SURVEY - COMMUNITY NEEDS ASSESSMENT

In the interest of furthering community progress and enhancing community pride, the Blifton Betterment Association is going to conduct an assessment of the interests and needs of the Citizens of Clifton. All interested citizens are invited to participate in this effort, and technical assistance will be provided by the Clifton Community College. During the months of June, July, and August, 1978, a number of activities will be carried out to determine the needs of the community: random door to door surveys, random telephone surveys, random "man on the street" interviews, interviews with community leaders, review of needs identified by agencies, and a review of previous studies. This process will address needs in areas of economics, educational, employment, leisure, health, transportation, etc. During September, 1978, all of this information will be correlated, written into a report, and distributed to the community and its leaders. This is being done entirely by voluntary efforts, at no cost to the community.

COMMUNITY RESOURCE SURVEY

The Community Betterment Association recognizing the eruption of the leadership within the community, has decided to survey the area to identify community resources that can be mobilized for enhanced community pride. Members of the association will coordinate with George Mason intern students to develop survey tools and analyze collected data. Community youth will be used to make door to door survey. Results will be made known to citizenry through the media and town meeting held at the local school. The survey will be initiated by May 1, 1978 and completed within sixty days.

Figure 9

SPECIAL LEISURE ACTIVITIES

SPECIAL LEISURE CLUB

The Speical Leisure Club is planned to improve the quality of life thru speical leisure activities within the community. The gym teacher at the local school recognizing a void in meaningful leisure time involvement for some of the students, obtains permission from school principal for school support (including facility use) to start an after hours culd. Several adults agree to assist and twelve teens are invited to go on a camping trip. The sucess of the trip is used as the catalyst for club organization with participants and other interested volunteers working on purposes, procedures, future plans. This is to be a year round club with activity emphasized at school holiday times.

URBAN GARDEN SET-UP

Local 4H leader serves as facilitator for business volunteers, to organize a gardening project to produce fruits and vegetables for sale at minimum prices to elderly and needy of the community. Local real estate agent would donate use of a vacant lot. Seed money would be provided by businessmen, planting and harvesting occuring march through September. With the help of facilitator, youth plan a planting schedule, work assignments, publicity, distribution plan, and evaluation of cost effective plan for next year.

NEIGHBORHOOD TALENT SHOW

The Neighborhood Talent Show will be designed as a special leisure activity to give visibility to youth talent and to increase self esteem. This show will be held July 4th in the neighborhood school facilitated by the summer playground leader with neighborhood youth and adults involved in the planning. Auditioning, scheduling, rehearsals, logistics, props, publicity, will be handled by youth under the direction of a neighborhood volunteer director.

CRAFT FAIR

Organize a Craft Fair. Use local PTA as facilitator with workers being the youth. The Fair will be presented in the Baptist Church auditorium. The Fair will be part of the Fall Festival scheduled for the second weekend in September. Beginning three months prior, the youth will publicize the Fair, identify participants, coordinate the preparation and conduct the fair.

CONCLUDING ACTIVITY

"Don't underestimate the creative abilities of any group of people."

(conference staff member)

CONCLUDING ACTIVITY

The final conference activity resulted in a story. The story was written by the participants; it reflects their conference interaction as well as their creativity.

JACK AND JILL AT THE CROSSROADS

Once upon a time Jack and Jill, in the throes of the freshness of youth, basking in their mother's love, became aware that they were standing on the shoulders of their forefathers.

The first step of their journey was self-appraisal. Yet, this step was leading to a vision. Despite the reality that life has often been destroyed by fire and hate created by the feelings of others, their vision was to build a future based upon the wisdom which they had inherited. Jack and Jill were now the bearers of this torch

Jack and Jill found themselves in the big city, quickly becoming involved in the issue of crime in the streets and school gang violence. This caused them a great deal of concern, because poor people in the community were involved in a losing struggle for justice. Then disillusionment caused them to become pensive, quiet, and alone. They became flower children in the age of Aquarius which gave them a sense of community through which they learned to love to live. In an environment of anxiety, promiscuity, and self-motivation, they learned that experience is the best teacher in building relationships between youth and elders. They became involved in working with other youth and discovered that growing up hurts, even when families laugh together and that there is a natural struggle in life which is like the echoing of banging ramsheads. This struggle contributes to the growth and development of self-respect. They discovered the untold promising potention of helping young people with anguished eyes and searching hearts by providing experiences which they missed. These experiences included sledding with dad and summer vacations with the family. This experience was the missing bridge to their own self-appraisal and understanding. They found themselves at the crossroads and decided to leave the age of Aquarius and rejoin the Establishment. They had learned to lose themselves for others and to win with them; they had done their best.

As Jack and Jill emerged from the struggle of their youth and moved into the twilight of their existence, they actually began to see that life was an inevitable march toward winning. To understand their role in life, to understanding their living of life, to understand and anticipate the finality of their existence was more than a vision -- it was the gradual unfolding of a flower. They were those flowers; however, the unfolding was ours. Life had been a song, a dance, a journey through space on a ship of alienation whose long-sought port was positive introspection and self-understand. The end had come and yet perhaps it was but the beginning...a new youth... for what would the future be without youth?

APPENDICES

Appendix A

PARTICIPANT'S LIST

Margaret Bliley
Youth Sevices of Newport News
Newport News, Virginia

Bill Bosher
State Department of Education
Richmond, Virginia

David Breen
Lawrence Public School
Lawrence, Massachussetts

Ron Castaldi
USOE Community Education Program
Washington, D.C.

John Christian
Virginia Division of Youth Services
Norfolk, Virginia

Arthur Cole
Teacher Corps
Washington, D.C.

Hester Clark
4-H, V.P.I. & S.U. Extension Services
Blacksburg, Virginia

Larry E. Decker
Mid-Atlantic Center of Community Education
University of Virginia
Charlottesville, Virginia

Ruth DeHart, Extension Agent
V.P.I. & S.U. Extension Service
Arlington, Virginia

Kevin O. Faley
Senate Birch Bahy's Office
Washington, D.C.

Chuck Fuller
Atlanta Public Schools- Teacher Corps
Atlanta, Georgia

Diane Galbreath
Mid-Atlantic Center for Community Education
University of Virginia
Charlottesville, Virginia

Richard Graham
Youthwork
Washington, D.C.

Annette M. Gromfin
Teacher Corps.
University Southern California
Los Angeles, California

Donna L. Hager
Mid-Atlantic Center for Community Education
Charlottesville, Virginia

Robert C. Henderson
New England Teacher Corps Network
Durham, New Hampshire

Will Hudgins
USOE Community Education Program
Washington, D. C.

Michael Kaplan
Mid Atlantic Center for Community Education
Charlottesville, Virginia

Albert Law
Friendship Community School
Washington, D. C.

Amy Milley
National Youth Alternatives Project
Washington, D. C.

Bill Moulden
Teacher Corps, USOE
Washington, D. C.

Tom Northen
Delinquency Prevention Service
Richmond, Virginia

Peggy Mellen
General Federation of Women's Clubs
Washington, D. C.

Steve R. Parson
Mid-Atlantic Community Education Consortium
Blacksburg, Virginia

Winnie Peele
VPI & SU Extension Service
Leesburg, Virginis

Dorothy M. Peters
Henrico /Juvenile Court/Volunteer Services
Richmond, Virginia

Ralph Puckett
Dicovery, Inc.
Herndon, Virginia

Velma Robinson
U.S.O.E./Teachers Corps
Washington, D.C.

Mary Russo
Virginia Federation of Women's Clubs
Crime Reduction Programs

Richard M. Turner, III
Member, Community Education Advisory Council
Baltimore, Maryland

Lucy Tekinder
Parks and Recreation
Newport News, Virginia

Don Murray
National Association of Counties
Washington, D.C.

Larry Reitz
Federal Community Education Clearinghouse
Rockville, MD 20852

William Pollard
District of Columbia Public Schools
Washington, DC

Paul Tremper
National Community Education Association
Washington, DC

Leadership staff: Institute of Cultural Affairs
4750 North Sheridan Road
Chicago, Illinois 60640

Rick Laudermilk
Chicago, Illinois

Laverne Phillips
Chicago, Illinois

Joyce Ollison
Washington, D. C.

Don Bushman
Cleveland, Ohio

TEAM ASSIGNMENTS

TEAM #1	TEAM #2	TEAM #3	TEAM #4
Bill Moulden	Bill Bosher	John Christian	Arthur Cole
Ron Castaldi	Will Hudgins	Dorothy Peters	Mike Kaplan
David Breem	Kathy Mays	Larry Decker	Steve Parson
Larry Reitz	Margaret Bliley	Chuck Fuller	Mary Russo
Peggy Mellen	Bob Henderson	Richard Turner	Annette Gromfin
Ralph Puckett	Paul Tremper	Lucy Tekinder	Tom Northen
Hester Clark	Ruth DeHart	Mary Ellen James	Donna Hager
Bill Pollard	Bart Walsh	Kevin Faley	Dick Graham
Winnie Peele	Dick Graham	Velma Robinson	Les Davis
Don Murray	Albert Law	Amy Milley	
Diane Galbreath			

Appendix C

C O N F E R E N C E L E A D E R S H I P

Leadership for the conference YOUTH AND COMMUNITY is being provided by staff of the Institute of Cultural Affairs which is headquartered in Chicago, Illinois. The Institute has a wide background in leadership effectiveness and strategy planning which is applicable to community development, corporation planning or focusing on particular issues common to diverse agencies and organizations.

In 1975, the Institute of Cultural Affairs was authorized by the American Revolution Bicentennial Administration to hold the citizen participation event, TOWN MEETING '76. The success of 1200 such community events in the bicentennial year led to the continuation of the Town Meeting program. Its intent is to elicit community participation in identifying local community issues and recommendations for their solution which could be implemented by the people of the community.

In 1976, the Law Enforcement Assistance Administration funded 24 "Community Issues Forums" conducted by the Institute which dealt specifically with Crime and Community. Two hundred to one thousand citizens participated in each of these forums. In one of these communities in the west side of Chicago, a film was made by L.E.A.A. documenting the effect of citizen participation in dealing with the issue of crime and delinquency in the local community.

Community Development projects such as the Ivy City Human Development Project in Washington, D.C. have been a result of the effort of the Institute to enable citizen's to build and implement their own comprehensive plan of action that deals with economic, political and cultural issues as seen by the residents of the community. Programs designed for engaging youth responsibly in community life have been an important aspect of the overall program.

Their leadership in this conference will provide only the method for this group's planning and thinking as relates to community and delinquency prevention. The final content of our gathering will be the expressed views and recommendations of the conference participants.

Appendix D

SEMINAR METHOD

LENS, LEADERSHIP EFFECTIVENESS AND NEW STRATEGIES, is a think-tank seminar with a unique approach to the practical issues facing society in this industrial age. It is a demonstration of problem-solving methods and methods of human motivation.

LENS is a vehicle for the participants' own group planning, rather than for the views of the consultants. The methodologies used in LENS are adaptable to any situation, whether it be departmental planning, special project planning or citizen participation planning. In this seminar the participants employed the methods of LENS toward the particular problems and challenges facing the issues of youth regarding their positive development.

All techniques of problem solving can be contained in four paramount methods: VISION ANALYSIS, which provides inclusive perspectives; CONTRADICTION DETERMINATION, that pushes through surface problems to underlying blocks; PROPOSAL FORMATION, whereby abstracted operations are redesigned; and TACTICAL PLANNING, through which the proposals are actualized. The following four charts were built by the participants of the LENS seminar through the application of these methods.

The remaining pages are EXAMPLES OF TACTICAL IMPLEMENTATION, illustrating briefly the next methodological steps for carrying out the tactics and the MOTIVATION STORY, an example of corporate writing methods applied to the creation of the inclusive myth.

YOUTH and COMMUNITY

Youth have been called "the hope of the future." They represent vast amounts of the creative thinking and fresh vitality that carries civilization forward. Yet, for millions of young people, the years of adolescence have become a time of floundering and deep frustration. Many never get beyond these years because of lifesytles or behaviors they choose in the absence of any responsible role that confirms their significance to society.

While new opportunities for youth flourish, fundamental issues relating to youth and society need to continually be explored. We, as representatives of fields concerned with responsible planning for youth, are participating in one of the greatest challenges of this era of the twentieth century.

Exploring the most effective role of communities in promoting positive youth development through a coordinated effort of youth serving agencies will be the intent of this meeting. Through a planning process, we will utilize the corporate experience of the participants to develop a framework for assessing a community's maximum potential in delinquency prevention efforts.

MEETING AGENDA

March 15		
4:00-6:00 p.m.	Registration	
6:30-9:30 p.m.	Banquet Dinner & Evening Workshop	"Charting New Horizons"
March 16		
8:00-11:30 a.m.	Continental Breakfast Morning Workshop	"Determining Challenges for Local Communities"
12:30-4:00 p.m.	Lunch and Afternoon Workshop	"Creating Proposals for Community Action"
6:00-9:30 p.m.	Dinner and Evening Workshop	"Framing the Proposals"
March 17		
8:00-11:00 a.m.	Breakfast and Morning Workshop	"Building a Community Programmatic Design"
11:30-1:00 p.m.	Celebration Lunch and Adjournment	

MID ATLANTIC COMMUNITY EDUCATION PUBLICATIONS

- **Mid-Atlantic Informational Portfolio**

  A collection of reprints and selected publications providing an overview on Community Education. $4.95 per portfolio.

- **Administrators' & Policy Maker's Views of Community Education**

  Edited by Larry E. Decker and Virginia A. Decker. The collection of 14 articles by Governors, State and Local Superintendents and other policy makers and administrators. 1977, 64 pages, 8½ x 11, $3.00.*

- **Citizen's Participation. . . What Others Say. . . What Others Do**

  By John Warden. An overview on citizen's participation with key references, quotations and participation vehicles highlighted. 1977, 24 pages, 8½ x 11, $1.00.*

- **The Community Educator's Guide to Adult Learning**

  By Leroy Miles and Steve R. Parson. This monograph focuses on adult learning theory and principles and methods of program development. 1978, 32 pages, 6 x 9, $1.00.*

- **Community Education Interaction Exercises**

  By John W. Warden. A collection of twenty-five interaction exercises designed to maximize human involvement around specific topical areas which are of interest to community educators. The structured experiences provide a meaningful process to help create an open atmosphere for experiencial learning and to expand efforts to facilitate citizen involvement and participation in community life. . . 1978, 96 pages, 8½ x 11, $3.95.*

- **Public Schools: Use Them Don't Waste Them**

  Edited by Michale H. Kaplan. A promotional booklet drawing upon the editorial comments of syndicated columnist Sylvia Porter. 1975, 12 pages, 5½ x 8½, single copy free, bulk price $22.00 per 100.

- **What Others Say About Community Schools**

  Edited by John W. Warden. A collection of supportive statements about Community Schools. 1976, 16 pages, 5½ x 8½, singled copy free, bulk price $24.00 per 100.

*Discount on Bulk Orders:
25% off list price on orders 10-24 copies
40% off list price on orders 25 copies and over

NOTE: Add a 10% charge for handling and shipping. No handling and shipping charge on prepaid orders.

Make Checks Payable to "University of Virginia"

ORDER FROM:

Mid-Atlantic Center for Community Education
School of Education, Ruffner Hall
University of Virginia
Charlottesville, Virginia 22903